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ABSTRACT

This report describes research on an educational program designed to create a more sex fair classroom environment. In a rural school system in North Carolina, staff development and training and equity materials were used to reduce traditional sex-role attitudes. A needs assessment indicated that the barriers to implementing equity in the area included traditional sex role attitudes of teachers and the community; the need for traditional role models; lack of women administrators; lack of male school teachers; emphasis on sports for boys; and sex stereotyping in school curricula and enrollments. To eliminate the barriers posed by stereotypic attitudes and traditional educational practices, teachers in an experimental school district were exposed to a staff development program that provided workshops on equal education and sex role stereotypes and familiarized teachers with sex fair curriculum materials. Scores on sex role attitude scales after program exposure indicated that teachers who attended eight or more workshops demonstrated significantly less stereotypic attitudes than those who attended seven or fewer workshops. The report includes the questionnaire used to measure sex role attitudes and lists of the topics and resources presented at the workshops. (MJL)

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REDUCING STEREOTYPIC ATTITUDES: A PREREQUISITE TO EDUCATIONAL EQUITY

Roundtable Discussion

American Educational Research Association
New York, New York
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"Reducing Stereotypic Attitudes: A Prerequisite to Educational Equity"

In 1979 The University of Tennessee received funding from the Women's Educational Equity Act Program to design and implement an educational program which would create a more equitable classroom environment. The University collaborated with a small, rural school system in North Carolina. A needs assessment was conducted to determine the school's position on educational equity. Based upon the needs assessment, staff development sessions were implemented to encourage teachers to become more equitable in their classroom practices and to infuse equity materials into existing curricula. This paper addresses the effectiveness of staff development training and use of equity materials in reducing traditional sex-role attitudes thereby facilitating a more equitable classroom environment.

Needs Assessment

The Nominal Group Technique process was used with all school employees (N = approximately 300) to assess the barriers to implementing equity. Traditional sex-role attitudes of teachers and the community accounted for two of the three greatest barriers. (See Appendix A.) The existence of some barriers, such as lack of women administrators, need for nontraditional role models, lack of male educators in eleme..tary schools, emphasis on sports for boys, and sex stereotyping evident in course enrollments were substantiated by archival data.

The Hawley Attitude Toward Sex Roles Scale (see Appendix B) was distributed to all faculty in the Project schools and in a control school district. Both school systems were small, rural, Southern school districts. Scores indicated that the faculty attitudes in the two districts were similar (no significant differences were found) and that scores tended to be close to the midpoint of 122, but more toward the androgynous pole on the scale than the stereotypic pole. (Project faculty $\bar{x}$ = 90.2; Control site faculty $\bar{x}$ = 86.8).

Treatment or Procedures

Teachers are generally unaware that stereotypic attitudes and traditional educational practices are manifested in inequitable classroom interactions. An extensive review of the literature was conducted and barriers to equity in educational settings were identified. A training program for faculty designed to eliminate or greatly reduce these barriers included components such as (1) the effects of the "self-fulfilling prophecy" and "attribution theory" on equal educational opportunities; (2) textbooks and curricula materials--how they reinforce sex-role stereotypes; (3) teacher interaction patterns--do males and females receive equal treatment? (A list of staff development topics is presented in Appendix C.) Teachers were also familiarized with available equity materials and were encouraged to infuse equity materials into existing curricula. (See Appendix D.)

Method

All teachers attended two initial 2½ hour staff development sessions which focused on the effects of sex-role stereotyping in education. A total of 29, 2½-hour follow-up workshops were offered to assist teachers in overcoming stereotyping and to provide teachers with educational equity materials. Approximately 75 teachers voluntarily participated in the Project at some level. Participation ranged from high involvement (attending 8 or more workshops and using equity material) to low involvement (attending 7 or fewer equity workshops).

In the spring of 1981 the Hawley Attitude Toward Sex Roles Scale (see Appendix B) was again distributed to all faculty in the experimental school district and to faculty in the control school district.* This

*Note. In this project, as in many, completion of the Attitude Toward Sex Roles Scale by faculty members was voluntary in both the Project and control districts. Random samples of 30 were drawn from among completed forms for the statistical comparisons involving the total Project district faculty and the control district faculty.

allowed comparison of extreme groups of teachers in the Project setting (high involved and low involved) and a random sample of teachers in the control group (n = 30 for each group).

Results

Mean scores for the three groups were tabulated and an analysis of variance was used to detect group differences. Results show that teachers in the high-involvement group ($\bar{x}$ = 70) have significantly less stereotypic attitudes ($p < .001$) than those in the low-involvement group ($\bar{x}$ = 90). Neither group was significantly different in attitude from the control group faculty ($\bar{x}$ = 79).

Significance

Appropriate equity training and the inclusion of equity materials into existing curricula were found to be accompanied by less stereotypic attitudes of teachers. Although the direction of influence in the attitude-behavior relationship cannot be determined absolutely in this Project, the extent of participation in training and use of equity materials (behavior) did enable investigators to identify two distinct groups of teachers whose sex-role attitudes were significantly different. Changes in the teachers' attitudes and behaviors toward more equitable concepts and treatment of boys and girls are necessary for students to recognize and explore the options available to them.

APPENDIX A

Barriers Which Will Limit the Development of Sexual Equality Identified through Nominal Group Technique

Barriers Which Will Limit the Development of Sexual Equality
Identified Through Nominal Group Technique

Rank	Item
1	Traditional attitudes in the community
2	Lack of women administrative role models
3	Traditional attitudes among school personnel
4	Lack of men teachers in elementary grades
5	Emphasis on boys' sports
6	Lack of nontraditional role models, ie., nurses, cheerleaders, secretaries, librarians, food servive, maintenance
7	Traditional attitudes among students
8	Role stereotypes in textbooks
9	Courses limited to one sex
10	Biological issues--motherhood, less strength

APPENDIX B

Attitude Toward Sex Roles Scale

Faculty Questionnaire

ATTITUDES TOWARD SEX ROLES SCALE

Directions. Listed below are 35 common ideas about womens' roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

SEX: Male ___ Female ___ RACE: (Optional) Black ___ White ___

NAME OF SCHOOL: _____

GRADE: _____ SUBJECT AREA: _____

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree	
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "women's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a women to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the women who act seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree	
						14. The most important characteristic for a wife is physical attractiveness.
						15. A woman should work only is she can do so without interfering with her domestic duties.
						16. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						17. It is possible for women to combine home and career and do both successfully.
						18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						19. Women who work outside the home tend to be more interesting people than those who do not.
						20. It is only natural for women to be interested in people and men to be interested in ideas.
						21. A woman's place is primarily in the home.
						22. Modern women are too competitive.
						23. Women should follow any vocation they wish, even if this violates tradition.
						24. Highly paid jobs should go to men with families to support.
						25. A wife should not compete with her husband in his own area of endeavor.
						26. Women can work in any vocation without appearing masculine.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree	
						27. Men are willing to work for a woman as long as she is competent.
						28. It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."
						29. There is not genetic difference between the sexes in intellectual ability.
						30. Beauty is more important to femininity than intelligence.
						31. Married women should be able to have both male and female friends.
						32. A college education is equally important for males and females.
						33. It is just as important for women to be intellectually capable as it is for men.
						34. Males are inherently capable in some areas and women in others.
						35. It would be appropriate for a women to be President of the United States if she were qualified.

The purpose of this questionnaire is to measure attitudes toward traditional and nontraditional roles of women in our society. You are under no obligation to fill out the questionnaire. All questionnaires are to be answered anonymously. They are to be sent to The University of Tennessee for scoring. Return of this questionnaire will imply informed consent.

APPENDIX C

Staff Development Activities for 1979-80 and 1980-81

Topics for Staff Development Activities for 1979-80

1. "Developing an Awareness of the Challenge of Equity"
2. "Truth or Consequences--Why Do We Need Educational Equity"
3. "And if the Shoe Doesn't Fit?" (Overview of sex-role stereotyping)
4. "What You See is What You Get" (The relationship of attitudes and educational achievement)
5. "And Jill Came Tumbling After" (Stereotypes in curriculum materials)
6. "Why are There No Women Geniuses?"
7. "Passages Revisited--Career Paths of Women and Men"
8. "An Introduction to the Educational Equity Classroom Materials"
9. "The Female Experience"
10. "Race, Sex, and Social Class Variations in Self-Concept and Achievement"
11. "The Dual Career Couple"
12. "A Rose by Any Other Name Would Smell as Sweet" (Relationship of self-concept and the psychological impact of language)
13. "Title IX: Getting Down to Specifics"

Staff Development Activities for 1980-81

1. Demonstration of Equity Materials
2. Demonstration of WEEA Materials (8 times)
3. Intensive Equity Workshop
4. Educational Equity Awareness
5. Equity Through Vocational Education
6. Brainstorming the Visitation Program
7. Becoming a Model of Title IX
8. Intensive Equity IIa
9. Equity Awareness II
10. Nonverbal Classroom Interactions
11. Film, "Killing Us Softly" (4 times)
12. Equity Through Vocational Education II
13. Intensive Equity IIb
14. The Equity Model
15. Introduction to New Equity Material
16. Dissemination and Utilization of New and Adapted Material

APPENDIX D

List of Equity Materials

Women's Educational Equity Act (WEEA) Resources Available
Through Project NEED

Science, Sex and Society
Expanding Your Horizons in Science and Math (2 videotapes)
Understanding Sex Roles and Moving Beyond
The Black Female Experience
Appalachian Women
The Female Experience in American
Guide to Implementing a Girls' and Women's Sports Commission
Equity in Physical Education
Equity Counseling for Community College Women
Toward Educational Equity
Freedom for Individual Development
Focus on the Future
P.O.S.S.E. (13 part series)
How High the Sky? How Far the Moon? (with cassette tapes)
Breaking the Silence
Breaking Barriers
Toward Equity
Project Born Free
Becoming Sex Fair
Teacher Skill Guide for Combatting Sexism
Beyond Pictures and Pronouns
Sex Discrimination in Schools-Evaluating Employment Practices
Thinking and Doing
Together We Can (videotape)
Aspire
The Whole Person Book
Competencies for Everyone-Intermediate & Upper Levels (2 videotapes)
Sources of Strength (with cassette tapes)
Project Choice
Promoting Educational Equity Through School Libraries
It's Her Future (videotape)
Count Me In (videotape)

WEEA Resources Available Through Project NEED Continued

Exploring Educational Equity
Ventures Beyond Stereotypes (videotapes)
Finding Funds for Programs Relating to Women's Educational Equity
Project TREE
A.C.T.I.V.E.
New Pioneers (with filmstrip)
Women in American History
What's WEEA
Sexual Harassement
OPTIONS
Beating the Numbers
Changing Words in A Changing World
How Women Find Jobs
New Directions for Rural Women
Placing Rural Minority Women
BIAS
In Search Of Our Past
How About A Little Strategy?
Trabajamos
The Career Shopper's Guide
Critical Events
Facing the Future
Sexism in Education
Connections (with filmstrip)
The Woman Within
SURVEY
Women in Jail
Sexism in the Classroom (with Spanish cassette tape)

NON-WEEA Resources Available Through Project NEED

Window Dressings on the Set
Window Dressings on the Set: An Update
Side by Side (LP)
And Jill Came Tumbling After
Nonsexist Education for Young Children
Right from the Start
Growing Up Equal
Winning Justice for All
On Campus with Women (Series-newsletter)
Personal Power
Sex Equality in Educational Administration
How to Get JDRP Approval of Career Education Activities
Sex Equity Beyond the Classroom Door
Just Enough to Make a Story
CHOICES (Level A & B)
Peter Learns to Crochet
A Book About Us
My Mother & I Are Growing Strong
Sex Equity in Vocational Education
Rate Your School for Sexism & Racism
Picture Pac Activity on Sexism
Hidden Messages in Children's Stories
Frontier & Wilderness: Bibliography of American Women Authors
Challenging Careers (slide/tape or record)
National Women's History Week - Guide & Curriculum
What To Do About Sex Bias in Testing
101 Ways to Line Up
When I Grow Up, I Want to Be (Flannel Board)
Occupations (floor puzzle)
Spotlight on Sex Equity
Pathway to Awareness
Acting Affirmatively
Let Them Speak for Themselves

Non-WEEA Resources Available Through Project NEED

Crossing Cultures

Source Book for Sex Equity

Women and Mathematics

Guidelines for Selecting Bias Free Textbooks and Storybooks

Equality in School Athletics

People Working - Especially Women

Issues of Sex Bias & Sex Fairness in Career Interest Measurements

Sex Fairness in Career Guidance

Promoting Sex Equity in Vocational Education

Annual Status Report on Male and Female Students and Employees in Vocational Education

Stragegies for Equality, Vol. 1-IV

Home Economics Unlimited

Undoing Sex Stereotyping

Implementing Title IV in Physical Education & Athletics

Fair Play: A Bibliography, Vol. I & II

Title IX and Physical Education

Title IX Grievance Procedures

Title IX, An Information Packet

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials

Expanding Sex Roles through Elementary and Secondary Education

Resource Notebook

Eliminating Sex Discrimination in Schools - A Source Book

Remarkable American Women (1776 - 1976)

TABS (Quarterly & Posters)

Attempts to Overcome Sex Stereotyping in Vocational Education

Women and Vocational Education

Women in Mathematics (18 posters)

Implementing Title IX and Attaining Sex Equity

Vocational Education: Sex Equity Strategies

Assorted Research Papers

Understanding Prejudice (film/tapes)

Non-WEEA Resources Available Through Project NEED

Teaching Women About Social Studies
Improving the Use of Social Studies Textbooks
Project Equality
Song About My Feelings (record)
Professional Women (pictorial pac)
Today's Changing Roles
Biased Textbooks
Sexism in Education
Sex Role Development (videotape)
People at Work (picture pac)
Vocational Education for A Changing World
Women in World Cultures (book, film, tape)
A Nonsexist Curriculum in Early Childhood
Nonsexist Career Counseling for Women
Project Equity
TAC, West Virginia State Department
A Counseling Workshop Manual for Women Seeking Nontraditional Work
C.A.R.E.
EQUALS
The O.C.V. Handbook
Girlsports
I'm Madly in Love with Electricity
Sex Fair Education (posters)
The Ethnic American Woman
Degree Awards to Women - 1979 Update
A Teacher's Guide to Women's Studies
Florence Nightingale's; Cassandra
Black Foremothers
ABC Workbook
Tatterhood and Other Tales
A Train for Jane
Women's Energy Tool Kit
Out of the Bleachers
Nonsexist Curricular Material for Elementary Schools

Non-WEEA Resources Available Through Project NEED

Changing Learning, Changing Lives
The Sex-Role Cycle
People at Work - PA. Dept. of Education
Pioneers in a Man's World Series I (photo aids)
Pioneers in a Man's World Series II (photo aids)
Women in Athletics (posters)
Women in Business (posters)
Photos of Men in the Nuturing Role (photos)
My Family Play People (puppets)
Our Helpers Play People (puppets)
Career Cards (flash cards)
You're All Right
Oliver Button Is A Sissy
The Terrible Thing That Happened At Our House
Rainbow Activities
In My Boat
How We Work
Young Women in the World of Race Horses
The Tale of "O" (slide/tape)
Ultra Violet Catastrophe
Sister & Mother
Commune on the Frontier
Queen of Populist
Women of Valor
Women of the Ancient World
Women of Notes
Careers and Me
Famous Black People (flash cards)
About Black People
Multi Cultural Spoken Here
Home and Community Helpers (posters)
Contributions of Women-Science
Math Equals
Your Future as a Working Women

Non-WEEA Resources Available Through Project NEED

A Century of Plays by American Women
20th Century Women of Achievement-Workbook
Thursday's Daughter
Notable American Women 3 Vol. + 1
International Library of Afro-American Life and History 10 vol.
Careers Lotto Kit (game)
Women! (multi media)
Masculinity (multi media)
Women in Mathematics
Four Women of Courage
Women with a Cause
Women Who Dared to Be Different
Red Ribbons for Emma
The Women Say, The Men Say
CAREERS (bulletin board)
Community Helpers (bulletin board)
Exploring Our Emotions (bulletin board)
Things I Can Do (bulletin board)
More Things I can Do (bulletin board)
Careers Cursive Alphabet (bulletin board)
The Tap Dance Kid (film)
Finding Your Roots
Judy-Community Helpers (6 puzzles)